



Command Managed Equal Opportunity (CMEO)





Military Equal Opportunity (MEO)

- All service members are entitled to an equal opportunity in an environment free from Harassment, SH and Discrimination.
- The goal of the CMEO program is to promote an environment free from personal, social, or institutional barriers. This includes retaliation, hazing, and bullying.



CMEO Umbrella

Discrimination : Protected Basis

- Race
- Color,
- Religion
- Sex (including gender identity)
- National origin,
- Sexual orientation.

Types of Harassment

- Hazing
- Bullying
- Retaliation
- Reprisal

Sexual Harassment

Available topics for group discussions

- Communicating Across Differences
- Cultural Awareness

** We give recommendations to leadership to help address and resolve climate concerns



SH/EO Defined

Sexual Harassment

- Unwelcome sexual advances,
- Requests for sexual favors,
- Verbal or physical conduct of a sexual nature constitute sexual harassment.

Discrimination

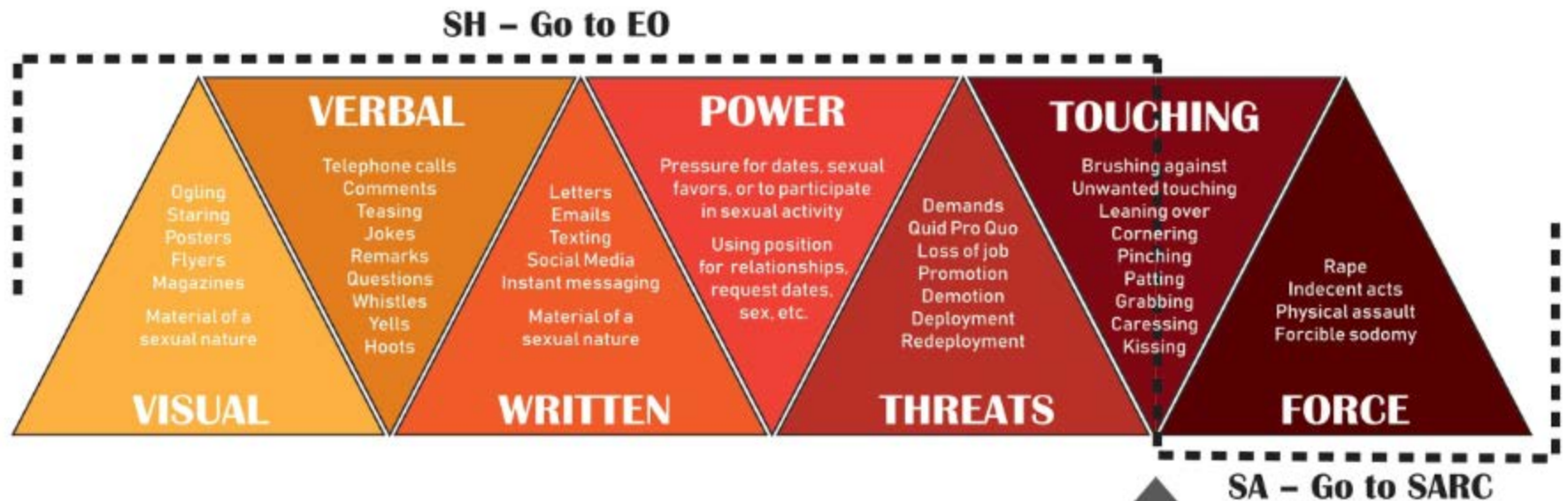
- Treating a person unfavorable because of a person protected basis religion, national origin.

Harassment

- A form of harassment that is unwelcome conduct based on race, color, religion, sex (including gender identity), national origin, or sexual orientation.



Continuum of Harm



NOTE: This area of overlap may need to see either EO or SARC for assistance; but shall start with the SARC if there is any sexual contact or attempted sexual contact.



Effects

Individual:

- Decline in job satisfaction, performance, motivation, and morale
- Impacted mental wellbeing, focus, and overall health
- Impaired relationships

Organizational:

- Lower productivity and performance
- Damaged reputation
- Decreased mission effectiveness



Reporting Options

- **Informal Report:** An allegation of SH, harassment or unlawful discrimination submitted orally or in writing to a member in a position of authority in the chain of command for resolution
- **Formal Report:** An allegation of harassment or unlawful discrimination that is submitted in writing through **CMEO via NAVPERS 5354/2**
- **Anonymous Report:** Information received by the commander of the organization, regardless of the means of transmission, from an unknown or unidentified source, of allegations of harassment or unlawful discrimination. The individual reporting the information is not required to divulge any personally identifiable information.



Be an Active Bystander

- **Look for and identify** unacceptable behavior
- **Speak up:** Be a change agent
- **Discourage victim blaming** – social stigma reinforces the problem



Address Strategies

- **Direct Approach**
 - See something, say something to offender
- **Third Party Approach**
 - See something, say something to the offender
but with help from someone else
- **Indirect Approach**
 - See something, ask for help from someone else



Expectation

*Treat everyone with
dignity and respect at all
times.*



Questions?

Keep the Conversation Going!

If you want a discussion topic to improve the climate, reach out to us; We can personalize available topics for your group discussions.



Command Managed Equal Opportunity (CMEO)



Chief (b) (6)



Acronyms

Sexual Harassment – SH
Equal Opportunity – EO



Military Equal Opportunity (MEO)

- All service members are entitled to equal opportunity in an environment free from Harassment, SH and Discrimination.
- CMEO program promotes an environment free from personal, social, or institutional barriers to include forms of social media platforms and electronic communications.



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Sexual Harassment



What SH/EO looks like

Sexual Harassment

- Unwelcome sexual advances,
 - Requests for sexual favors,
 - Verbal or physical conduct of a sexual nature constitute sexual harassment.
-
- **Discrimination** :Treating someone unfavorably (based on protected basis
Harassment: Behavior that is unwelcome or offensive to a reasonable person
 - **Bullying.** A form of harassment that includes acts of aggression by members or DoD civilian employees, with the intent harming either physically or psychologically
 - **Hazing.** A form of harassment that includes conduct through which members or DoD employees cause physically or psychologically risk or injures.



What SH/EO looks like

- **Retaliation:** encompasses illegal, impermissible, or hostile actions taken by chain of command, peers, or coworkers as a result of making or being suspected of making a protected communication
- **Reprisal:** is defined as taking or threatening to take an unfavorable personnel action, or withholding or threatening to withhold a favorable personnel action, for making, preparing to make, or being perceived as making or preparing to make a protected communication.
- ***Social media and Electronic communication are included



Unacceptable Behaviors

- Unwanted physical contact such as touching, hugging, brushing against a person's body
- Persistent and unwanted requests for dates, unwelcome and inappropriate letters, phone calls, email, text messages, graphics, other communications
- Sexually explicit statements, questions, jokes, or anecdotes regardless of the means of communication (verbal, written, email, text messages, social media, etc.)
- Display of inappropriate sexually oriented materials (i.e. sexually suggestive objects, pictures, cartoons, images on a computer, phone, or other electronic devices, etc.).



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Response Strategies

- **Direct Approach**
 - See something, say something to offender
- **Third Party Approach**
 - See something, say something to the offender
but with help from someone else
- **Indirect Approach**
 - See something, ask for help from someone else



What happens if I go to the CMEO?

- **Resolution/Resource:** You need information or want a concern resolved/just sharing an issue
- **Understanding:** Help you with available options
- **Appreciation** for granting us the trust so we can improve your situation and the climate at USNA



Questions?

Expectation

*To Treat everyone with dignity
and respect at all times.*



CMEO Reporting Basics

Know your options & How to get help



WHAT IS CMEO?

CMEO is Command Managed Equal Opportunity

- Focus is command climate (challenges, complaints, and resolution)
- Term applies to both the program & the person in charge of program

What does CMEO handle:

Discrimination (protected categories)

- Race
- Color
- Religion
- Sex (including gender identity)
- National origin
- Sexual orientation

Harassment (examples)

- Unwelcome conduct based on protected category
- Hazing
- Bullying
- Retaliation
- Reprisal
- Sexual Harassment



CMEO Definitions to Know

Harassment is a form of discrimination that is unwelcome conduct based on race, color, religion, sex (including gender identity), national origin, or sexual orientation. Harassment occurs when the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. [OPNAVINST Navy Sexual Harassment and Prevention Program OPNAVIST 5300.13 Jul 2017]

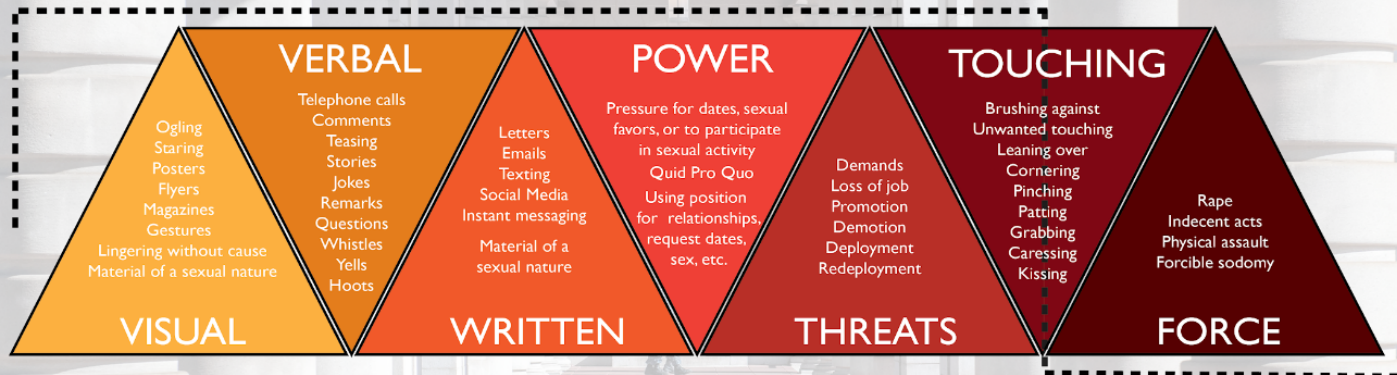
Sexual harassment is conduct that: involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature. [OPNAVINST 5300.13, 24 July 2017]

SPECTRUM OF SEXUAL MISCONDUCT

Sexual Harassment and Sexual Assault Behaviors

Relation to Command Managed Equal Opportunity (CMEQ)/ Sexual Assault Prevention and Response (SAPR)

Sexual Harassment – Go to CMEQ Office

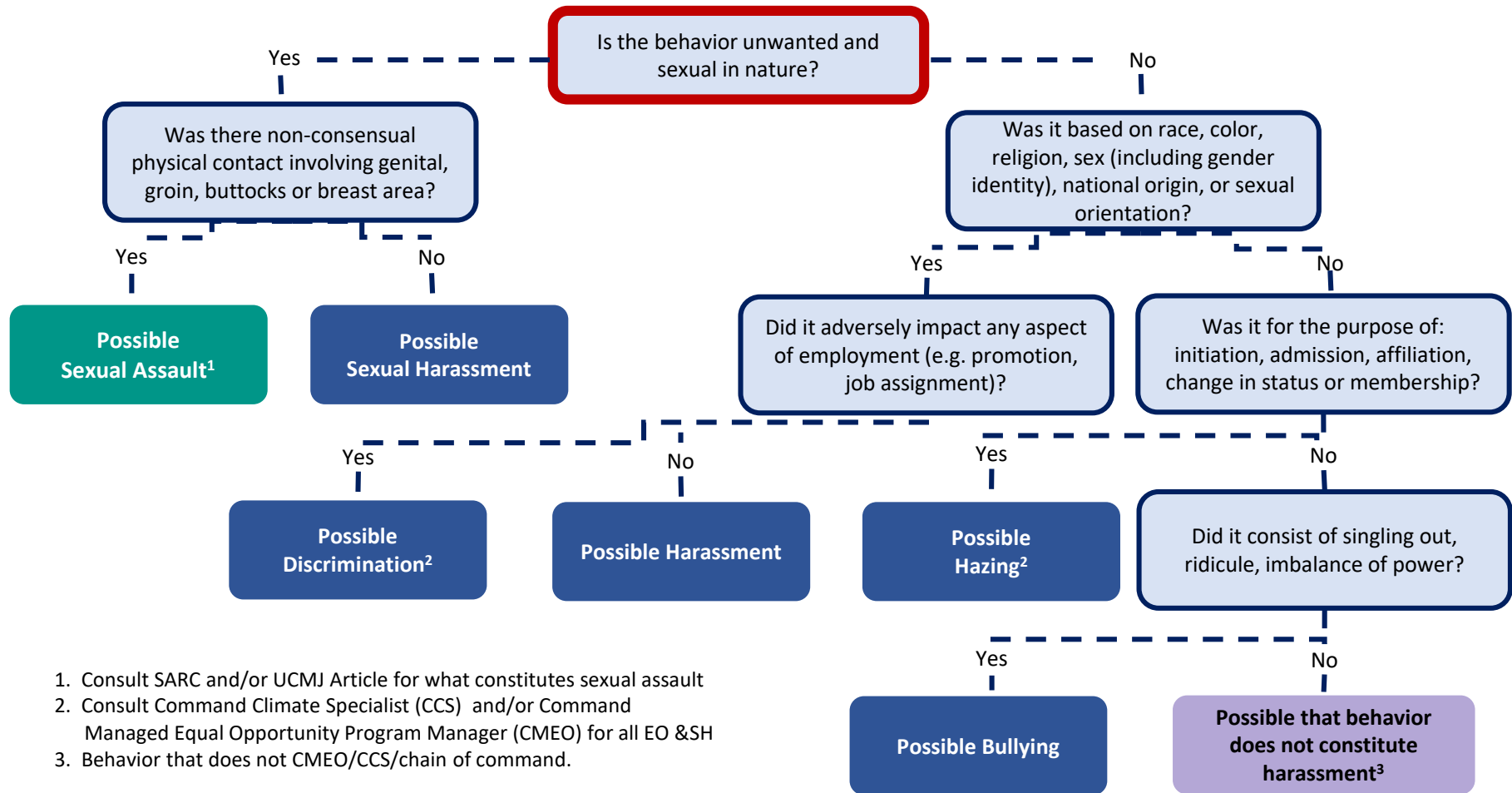


Sexual Assault – Go to SAPR Office

NOTE: This area of overlap may need to see either CMEQ or SAPR for assistance; but shall start with the SAPR if there is any sexual contact or attempted sexual contact.

1. When behaviors are effectively addressed at the lower end of spectrum, instances of sexual misconduct tend to decrease.
2. When leaders step up to address and prevent issues at the lower end of spectrum, team members tend to develop greater trust that they will properly address unacceptable behaviors at every level.
3. Retaliation for reporting is not tolerated. Retaliation occurs when adverse actions are taken against the reporter as a result of reporting. Please see CMEQ with concerns.

Your CMEQ Office and SAPR Office are available to assist anyone seeking help.
Let's work together for a climate of respect and trust.



1. Consult SARC and/or UCMJ Article for what constitutes sexual assault
2. Consult Command Climate Specialist (CCS) and/or Command Managed Equal Opportunity Program Manager (CMEO) for all EO &SH
3. Behavior that does not CMEO/CCS/chain of command.



REPORTING OPTIONS

Formal Complaint

- File with:
 - CCS, EO POC, CME0, DANT, COS, SUPE
 - Inspector General (IG) Hotline
(www.IG.navy.mil)
- Briefed to DANT
- Investigation opened

Complaint Form : 5 pages

NAVPERS 5354/2(17)

Informal Complaint

- File with: CCS, EO POC, CME0
- Can be resolved via chain of command with CCS/CME0 recommendation
- DANT notified of report
- Investigation at discretion of DANT

Complaint Form: 2 pages

NAVPERS 5354/2(17)

Anonymous

- File with: CME0 (indicate anonymous)
- Individual reporting the information is not required to divulge any personally identifiable information

Anonymous form link

<https://intranet.usna.edu/Commandant/CMEO/ReportForm.php>



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Sexual Harassment

***** Reach out for help with other concerns not listed *****



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Stand-Down to Address Extremism in the Navy Ranks



**Discussion Guide
Supplemental Slides
19Feb21**



USNA Leadership VIDEO

***Intoduction:** Thank you for your time this morning. SECDEF directed a mandatory DoD-wide Stand-Down with military and Civilians on extremism ensuring a climate of dignity and respect necessary in every workplace across the DoD and the Brigade.*

To meet USNA mission, Leadership carved out this time for all faculty, staff and brigade to consecutively complete the discussion to meet SECDEF's deadline.

We will first start off with a 30 mins video from our Leaders and will regroup upon completion into our one hour group discussion/engagement for a total of 90 mins.

PLAY TRIAD VIDEO



Transition Group Discussion. (After end of Leadership (Video)

During our Open discussion, every voice matters and your feedback is essential.

At this time we will collectively discuss more about what constitutes extremist behaviors to help in early identification, prevent escalation and intervention to avoid future active participation.



Signature Behaviors

A quote from CNO: A reflection and a reminder.

*“Our Core Values of **Honor, Courage, and Commitment** and our attributes of Integrity, Accountability, Initiative, and Toughness will always guide us. They underpin who we are as members of the profession of arms: **united by our common oath**, dedicated to our **special standards of ethics** and **character**, and constantly honing our unique expertise in the art and science of naval warfare.”*

ADM Mike Gilday, Chief of Naval Operations quote from Signature Behaviors of the 21st Century Sailor



Signature Behaviors

- Signature behaviors emphasizes honorable behavior we must all exhibit on daily basis.
- As a team we will strive to promote and model these signature behaviors in order to strengthen our professional and personal environment.
- Q1. What benefits do you see in these signature behaviors?
- Q2. Based on these behaviors share some examples of how or where these traits have been observed
- **Our 10 Signature Behaviors Are:**
 - Treat every person with respect
 - Take responsibility for my actions
 - Hold others accountable for their actions
 - Intervene when necessary
 - Be a leader and encourage leadership in others
 - Grow personally and professionally every day
 - Embrace the diversity of ideas, experiences, and background of individuals
 - Uphold highest degree of integrity in professional and personal life
 - Exercise discipline in conduct and performance
 - Contribute to team success through actions and attitudes



Equal Opportunity Requirements

- Military is EO in our USNA team Navy and Marines & EEO for civilians. Collectively we have protected classes of unlawful discrimination

Each member of the Navy is entitled to be treated with dignity and respect.

- Zero Tolerance for harassment and unlawful discrimination against persons or groups based on race, color, religion, sex (including gender identity), creed, ethnicity, national origin, or sexual orientation.
- Prohibited conduct includes, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or putdowns, offensive objects or pictures, and interference with work performance regardless of the means of communication (oral, written, e-mail, text messages, social media, etc.).

OPNAVINST 5354.1G (Navy Equal Opportunity Manual)



Prohibited Behaviors

- **Supremacist/Extremist Conduct**

We have 4 examples of different extremism activities that will give us an insight of these prohibited behaviors

1990 Navy Regulations, Article 1167: Supremacist Activities

“No person in the Naval service shall **participate** in any organization that espouses supremacist causes; attempts to create **illegal discrimination** based on race, creed, color, sex, religion, or national origin; advocates the use of force or violence against the government of the United States or the government of any state, territory, district, or possession thereof, or the government of any subdivision therein; or otherwise engages in efforts to deprive individuals of their civil rights.”

See also: DoDI 1325.06; OPNAVINST 5354.1G



Example One: Paramilitary Activity

Paramilitary organization: (Quasi military) They are structured and train tactically similarly like the military. According to the FBI: "Many militia extremists view themselves as protecting the U.S. Constitution, other U.S. laws, or their own individual liberties. (protest gun control bills, Michigan united for liberty (protesting against lock down during COVID surge)

In September 2019, as a result of an FBI investigation, an Army junior enlisted member was arrested and charged in the federal criminal justice system with one count of distributing information related to explosives and weapons of mass destruction. During the investigation, it was discovered that the Service member had "disseminated guidance on how to construct improvised explosive devices" and had spoken about his desire to travel to Ukraine to fight with the Azov Battalion, a paramilitary group with neo-Nazi sympathies. At the time of his arrest, the Service member stated that he did this to cause "chaos." He was administratively discharged from the Army and sentenced to 30 months in federal prison.



Example Two: Domestic Extremism

Domestic Extremism: Tends to violent and non-violent forms of political expression. An ideology is regarded as extreme relative to the government's position. Most recent in memory is the Jan 6 storming of the capital

In February 2019, the FBI arrested a junior officer in the U.S. Coast Guard after uncovering a stockpile of weapons, ammunition, and opioids in his home. The member planned to conduct a widespread domestic terror attack targeting politicians and journalists in the Washington, D.C. area. The officer was a self-described white nationalist and conducted thousands of internet searches on neo-Nazi and neo-fascist websites using his government computer. The officer was dropped from the Coast Guard rolls and sentenced in federal court to 13 years in prison.



Example Three: Organizing and Recruiting

Promoting, organizing, fundraising

In May 2019, an Air Force senior enlisted member was alleged to have been a member of Identity Evropa, a neo-Nazi and white supremacist organization. The Service member also allegedly physically posted supremacist propaganda on several occasions. Furthermore, he allegedly served as an organizer with Identity Evropa, recruited other members, and appeared in photographs wearing clothes with the Identity Evropa logo and taking part in a protest sponsored by the group. He was demoted in grade and administratively separated from the Air Force.



Example Four: Racist and Supremacist Statements

What have you have seen or heard in our DOD institution and what are were your thoughts.

In 2019, an enlisted Marine shared a number of racist social media posts, including one of himself in blackface and with Nazi propaganda. One of the posts depicted military explosives placed in the shape of a Swastika. The member was administratively discharged from the Service.



Key Concepts and Definitions

- Extremism has not been in our normal conversations but has gained momentum and can be challenging to Identify, Let's look at some requirements, concepts and definitions under DoD and Navy policy that can guide us into getting a better idea and understanding.
- Q. What is your understanding of our extremism policy

Extreme ideologies often seek radical changes in the nature of government, religion or society.

- **Extremist Group** OPNAVINST 5354.1G defines an Extremist Group as an organization that espouses supremacist causes; attempts to create illegal discrimination based on race, creed, color, ethnicity, national origin, sex [includes gender identity], sexual orientation, or religion; advocates using force or violence; or otherwise engages in efforts to deprive individuals of their civil rights.
- The DOD does not maintain a list of “prohibited organizations.”
 - Extremist groups advocate use of illegal means in espousing a wide variety of causes and ideologies. Supremacist groups are only a subset of extremist groups.
- ***The focus is on the behavior of Service members.***
 - Advocating for a change in policy or law is authorized.
 - Using illegal means to deprive someone of a right under law or policy is not.



Key Concepts and Definitions

■

- **Supremacism** Though not defined in DoD or Navy policy, dictionary definitions of supremacism generally delineate a belief that a particular group, especially one determined by race, religion, or sex, is superior and should therefore dominate society (e.g. KKK, neo-Nazis).

Q. Has anyone witnessed a Supremacist or Extremist Activity in Department of the Navy? How did it make you feel by being affiliated with the Navy Organization.

■

The superiority can be in a form of: language, social class, ideology, nation, or culture, or belong to any other part of a particular population. Active advocacy for supremacist, extremist or criminal gang doctrine, ideology or causes.

■



Prohibited Behaviors

- Unlawful **participation** in a supremacist, extremist, or criminal organization includes but is not limited to:
 - fundraising;
 - demonstrating or rallying as a member of the organization;
 - recruiting, training, organizing, or leading members;
 - distributing material (including posting online);
 - knowingly wearing gang colors or clothing;
 - having tattoos or body markings associated with such gangs or organizations;
 - or otherwise engaging in activities in furtherance of the objective of such gangs or organizations that are detrimental to good order, discipline, or mission accomplishment or are incompatible with military service
- Q. What the difference between advocating for a change in policy or law and advocating for illegal discrimination. Share examples?
-



Potential Adverse Consequences

Misconduct subject to punishment under the Uniform Code of Military Justice (UCMJ)

- Art. 88 – Contempt toward officials
- Art. 92 – Failure to obey an order
- Art. 94 – Mutiny or sedition
- Art. 115 – Communicating a threat
- Art. 116 – Riot or breach of peace
- Art. 117 – Provoking speeches or gestures
- Art. 133 – Conduct unbecoming an officer
- Art. 134 – Conduct prejudicial to good order and discipline or service discrediting
- Any other violations of the UCMJ, and federal and state criminal laws

Potential Adverse Outcomes (For Service Members)

- Court-Martial
- Non-judicial punishment
- Administrative separation
- Denial of Reenlistment
- Loss of Security Clearance
- Suspension of eligibility to occupy sensitive positions
- Removal from certain duties, such as restricted area badge access or flying status, or duties involving firearms
- Counseling and corrective training
- Adverse evaluations and position reassignments



Potential Adverse Outcomes for Civilians

Potential Adverse Outcomes (For DON Civilians)

- Loss of Security Clearance
- Suspension of eligibility to occupy a sensitive position
- Removal from certain duties, such as restricted are badge access, duties involving firearms
- Written reprimand
- Suspension
- Removal
- Criminal penalties



Reserve | Retired Sailors

Category	The UCMJ Applies...	Federal Law applies...	State Law applies...
Active Duty (AD)	Yes, over all offenses in all places.	Yes	Yes
Reserve Component (RC)	Yes, over all offenses in all places that occur: <ul style="list-style-type: none">• while on active duty or on inactive-duty training (ADT, IDT, AT, ADOS, Mobilization, recall, etc.);• during travel to and from active duty or to and from the inactive-duty training site of the member, pursuant to orders or regulations;• during intervals between consecutive periods of inactive-duty training on the same day, pursuant to orders or regulations; and,• during intervals between inactive-duty training on consecutive days, pursuant to orders or regulations.	Yes	Yes
Reserve Retirees	No (unless receiving hospitalization from an armed force)	Yes	Yes
Retired / Fleet Reserve	Yes, over all offenses in all places with SECNAV approval.	Yes	Yes



Security Clearance: 2017 Executive Branch Adjudicative Guidance

Considers: **Allegiance (Loyalty) to the United States**

Conditions that may be disqualifying include:

- a. Involvement in support of, training to commit, or advocacy of any act of sabotage, espionage, treason, terrorism, or sedition against the U.S.;
- b. Association or sympathy with persons involved in any of the above acts;
- c. Association or sympathy with persons or organizations that advocate, threaten, or use force or violence or other **illegal means** in an effort to:
 - 1) Overthrow or influence the government;
 - 2) Prevent government personnel from performing their official duties;
 - 3) Gain retribution for perceived wrongs of government; or
 - 4) Prevent others from exercising their legal rights.



Key Take-Aways

- Extremist and supremacist behaviors are prohibited
- These behaviors are **not aligned** with the Navy Culture of Excellence, our Core Values or Signature Behaviors of the 21st Century Sailor/Civilian
- They also violate provisions of the UCMJ and Navy Policy and can result in criminal or administrative accountability, including loss of security clearance
- While we all enjoy the First Amendment Right of Freedom of Speech, an individual military member's rights are **balanced** with the mission requirement of maintaining loyalty to the United States and Good Order and Discipline in a military force
- From our earlier discussion are that extremist and supremacist behaviors are harmful to our Navy and prohibited. and can result in criminal or administrative accountability They are contrary to the Navy Culture of Excellence, our Core Values, Attributes and our Signature Behaviors of the 21st Century Sailor/Civilian.



Our Military is Apolitical | Non-Political

- The military as an institution is only effective if we have the trust of the public.
- Our Constitution firmly establishes that the military is subordinate to civilian leadership — regardless of political party.
- Therefore, we are an APOLITICAL (non-political) institution and must remain vigilant in preserving our reputation as an APOLITICAL (non-political) body.
- What are some examples of permissible political activity? Wait for examples and move to next page. Responses are on next page



Permissible Political Activities

- Registering to vote and voting
- Encouraging others to participate in political process
- Expressing purely personal opinions (**caution**)
- Joining a political club (e.g. Young Democrats of America)
- Signing petitions
- Attending meetings, rallies as spectator (not in uniform)
 - Off-duty; not in a foreign country, lawful (with required permits); when violence is unlikely
- Giving money to a political organization
- Writing a personal letter to the editor or posting on social media (**caution**)
- “Liking” or “following” a political party or candidate on social media

Use **caution** in commenting, posting, or linking to material expressing contempt towards elected officials or discrediting a military service as they may constitute violations of the UCMJ if done by a military service member.



Political Activity (Military | Civilians)

- Active duty personnel and civilian employees have different rules when it comes to political activities. Civilians are governed by the “Hatch Act.”
 - In general many prohibitions that apply to military personnel are the same for civilians while they are on duty or in the federal workplace, but civilians have much greater ability to participate in political activities when off-duty and not at work.
 - The list of prohibited activities on the following slide applies to active-duty personnel (at all times) and Civilians when they are at work.
 - What is Hatch Act? (Civilians) : The purpose of the Act is to maintain a federal workforce that is free from partisan political influence
 - The list of prohibited activities below applies to active-duty personnel (at all times) and Civilians when they are at work.



Prohibited Political Activities

- Campaigning for a candidate or party
- Holding public office (generally)
 - Special rules for Reserve Personnel
- Posting political posters in government housing
- Speaking appearances on behalf of a candidate (even privately)
- Fundraising for candidate, party, or cause
- Distributing partisan political literature
 - *Partisan* means related to a political party
- Having large stickers or signs on vehicles
- “Sharing” or suggesting others “like” a political post or candidate on social media (in contrast to permissible “liking” or “following”)
- If you are in doubt about whether a contemplated action on your part, or a questionable action on the part of a coworker, is permissible, don’t operate on assumptions or supposition, ask for assistance from your Chain of Command.
- **DoD Directive 1344.10 (Political Activities by Members of the Armed Forces) provides additional guidance.**



Examples of Prohibited Speech for Military Personnel

Expression

“The President is a& is screwing up the U.S.”

“With all due respect Sir, why don’t you go...”

Flipping the bird to the CO

Violation of an Article

Art 88 – Contemptuous words toward officials

Art 89 – Disrespect to a Superior Commissioned Officer

Art 117 – Provoking Speeches/Gesture

Ask before moving to Slide 34. Responses are on slide 34-35

Q. What is an example of permissible Social Media activity



Permissible | Recommended Social Media Practices

- **Treat others with dignity and respect**
 - Seek to understand others' positions. Use respectful language when you disagree
- **Be proactive when you see online extremist/supremacist conduct by others**
 - Delete it and do not share it.
 - Do not tolerate this behavior. Your silence may lead others to believe you're okay with it.
 - If you see something wrong, say something about it. Report those who violate the law or Navy policy (Chain of command, CMEQ)
- **Remember Social Media is forever.** This is your reputation . . . and the reputation of the U.S. Navy.
 - Do not Tweet angry or impassioned.

When in doubt, download the 2019 Navy Social Media Handbook (online), engage with your chain of command or, simply don't post it!



Prohibited Social Media Practices

- **Do not post, re-tweet, “like”, or participate in online chats/forums regarding any materials that:**
 - advocate or promote a supremacist cause;
 - advocate or promote illegal discrimination based on race, color, religion, sex (including gender identity), creed, ethnicity, national origin, or sexual orientation;
 - encourage violence to prevent others from exercising their rights; or
 - violate the UCMJ (including contempt towards elected officials or service discrediting conduct)
- **Do not post** about partisan political topics; **do not share or re-tweet** posts from a partisan source or any that solicit funds for political campaigns.
- **Do not tolerate your Shipmate’s actions if they violate these rules.**



Scenarios for Discussion

Q: If there have been issues with extremism inside the Department of Defense for a long time, why is the Secretary of Defense so focused on this now?

A: wait for responses? Turn to Slide 37



Scenarios for Discussion

Q: If there have been issues with extremism inside the Department of Defense for a long time, why is the Secretary of Defense so focused on this now?

A: The increased level of domestic protests around the country in the past several months has emboldened some violent extremist groups to take more aggressive anti-government and racially motivated actions. These groups are known to actively target current and former military personnel. In light of current events, the Secretary wants DoD personnel at all levels to understand the threat and be trained and educated to take appropriate actions when they see indicators of extremism.



Scenarios for Discussion

Q: Does DoD check the social media records of Service members, DoD civilian employees, and prospective recruits?

A: wait for responses? Turn to Slide 37



Scenarios for Discussion

Q: Does DoD check the social media records of Service members, DoD civilian employees, and prospective recruits?

A: Consent for obtaining publicly available social media information is provided when Service members and DoD civilian employees submit their Personnel Security Questionnaire (SF-86) to initiate the background investigation process. DoD is examining a scalable means of implementing social media screening in conjunction with background investigations. Furthermore, the FBI currently screens social media for extremism and criminal activity.



Scenarios for Discussion

Q: I'm upset about a racist comment that one of my shipmates made.

A:

Q: I follow someone on Facebook that occasionally posts racist comments. Will I get in trouble for that?

A:

Q: I participate in a group text and one of the Chiefs is always discussing politics, linking to articles, and talking about how incompetent specific officials are.

wait for responses? Turn to Slide 37

A:



Scenarios for Discussion

Q: I'm upset about a racist comment that one of my shipmates made.

A: Talk to your chain of command or the CMEO.

Q: I follow someone on Facebook that occasionally posts racist comments. Will I get in trouble for that?

A: Following a person without participating (liking, sharing, etc.) in the conversation is not prohibited conduct. However, if that person is a Sailor, you should report the behavior to your chain of command.

Q: I participate in a group text and one of the Chiefs is always discussing politics, linking to articles, and talking about how incompetent specific officials are.

A: Talk to your chain of command. Partisan activity is prohibited for Sailors but sharing personal views with close friends is generally ok.



Scenarios for Discussion

Q: My shipmate made a threatening comment about a Senator on Instagram.

A:

Q: What should I do if I think one of my Sailors is participating in a supremacist or extremist group?

A:

Q: What can I share on social media? Don't I have the right to free speech?

A: wait for responses? Turn to Slide 43



Scenarios for Discussion

Q: My shipmate made a threatening comment about a Senator on Instagram.

A: Report this behavior to NCIS and your chain of command immediately.

Q: What should I do if I think one of my Sailors is participating in a supremacist or extremist group?

A: Talk to your chain of command. DoD policy requires all commanders remain alert for signs of current or future prohibited activity.

Q: What can I share on social media? Don't I have the right to free speech?

A: Your online speech must be consistent with good order and discipline and not call into question your loyalty to the Constitution. You have the right to free speech and you can share your opinion - but advocating to illegally deprive others of their legal rights is not permitted. This could result in disciplinary or administrative action and jeopardize your security clearance.



Scenarios for Discussion

Q: My friend has a confederate flag hanging in his off-base apartment. Do I need to report him to the command?

A:

Q: My boss is always talking about Black Lives Matter. Isn't that political stuff that they're not supposed to be talking about at work?

A: wait for responses? Turn to Slide 45



Scenarios for Discussion

Q: My friend has a confederate flag hanging in his off-base apartment. Do I need to report him to the command?

A: No. Flags are not prohibited in private residences.

Q: My boss is always talking about Black Lives Matter. Isn't that political stuff that they're not supposed to be talking about at work?

A: Advocating for or against a public policy issue (as here) is authorized as long as the behavior is otherwise lawful and the advocacy is not politically partisan in nature (e.g. it doesn't specifically address a political party). If the discussions make you uncomfortable, discuss the matter with your boss or another supervisor.



Scenarios for Discussion

Q: I come from a conservative religious family and have views on marriage, abortion, and LGBTQ rights that are not considered “mainstream” but are in keeping with my religious beliefs. I often discuss these issues on an online social media forum maintained by my church. Will I get in trouble for my posts?

A: wait for responses? Turn to Slide 47



Scenarios for Discussion

Q: I come from a conservative religious family and have views on marriage, abortion, and LGBTQ rights that are not considered “mainstream” but are in keeping with my religious beliefs. I often discuss these issues on an online social media forum maintained by my church. Will I get in trouble for my posts?

A: No. Expressing religious views or advocating for a change in policy or law is permissible. Advocating use of illegal means to prevent others from exercising their legal rights is not permissible. Regardless, if you express your views with respect for the dignity of others, you will almost always be on safe ground.



Scenarios for Discussion

Q: Is it true that advocating or engaging in extremist behavior could jeopardize my security clearance?

A: wait for responses? Turn to Slide 49



Scenarios for Discussion

Q: Is it true that advocating or engaging in extremist behavior could jeopardize my security clearance?

A: Yes. Examples of conditions that could raise a security concern and may result in suspension or loss of security clearance include:

- (1) supporting or advocating acts of sabotage, espionage, treason, terrorism, or sedition against the United States or
- (2) association or sympathy with anyone that advocates, threatens, or uses violence or any other illegal means in an effort to overthrow the government, prevent government personnel from performing their official duties, gain retribution for perceived wrongs caused by the government or prevent others from exercising their rights under the law.



Reporting Option Recap

- Inform your chain of Command.
- Talk to the CMEO and file a formal or informal complaint. Our Command CMEO is Chief MCcall (Mil)
- EEO Ms. Renee Sharps(Civilian)
- Talk to the DoN Insider Threat Program Office.
- Contact NCIS / local law enforcement.
 - NCIS tip line can be anonymous – but please be specific
 - [NCIS.navy.mil](https://www.ncis.navy.mil)
- You MUST report credible allegations to the Security Manager. Our Command Security Manager is _____(insert contact info).



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Director of National Intelligence, Security Executive Agent Directive Four (8 June, 2017) (National Security Adjudicative Guidelines for Determining Eligibility For Access to Classified Information or Eligibility to Hold a Sensitive Position)

<https://www.dni.gov/files/NCSC/documents/Regulations/SEAD-4-Adjudicative-Guidelines-U.pdf>



DEPARTMENT OF THE NAVY
UNITED STATES NAVAL ACADEMY
121 BLAKE ROAD
ANNAPOLIS MARYLAND 21402-1300

July 26, 2019

Superintendent's Policy on Equal Opportunity

As Superintendent of the United States Naval Academy, I am personally committed to providing a work environment that supports equal opportunity and is free from harassment and unlawful discrimination on the basis of race, color, religion, sex (including gender identity), national origin, or sexual orientation.

All members of our organization contribute to mission success, and we must protect them by ensuring fair, honorable, and unbiased treatment. When people work in an environment where they feel fully valued, they are empowered to reach their full potential and build relationships that foster unit cohesion. Accordingly, we must keep our work areas free from discriminatory practices, harassment, and reprisal.

I fully expect every member of the team to take swift action where and when deviations from these principles are evident. Reprisal against any individual who seeks equal opportunity guidance, files a complaint, or attests to discriminatory practices, will not be tolerated. We must be vigilant in ensuring equal opportunity works for everyone. Discrimination and harassment are wrong and inconsistent with our Navy Ethos and our Navy Core Values.

I charge each of us to continuously strengthen our efforts to ensure that equal opportunity is afforded to everyone, and that it remains an integral part of our mission and operational readiness.

A handwritten signature in black ink, reading "S. S. Buck". The signature is stylized, with the first name "S" and last name "Buck" being prominent.

S. S. BUCK
Vice Admiral, U.S. Navy
Superintendent



DEPARTMENT OF THE NAVY
UNITED STATES NAVAL ACADEMY
121 BLAKE ROAD
ANNAPOLIS MARYLAND 21402-1300

July 26, 2019

Superintendent's Policy on Sexual Harassment

As Superintendent of the United States Naval Academy, I am committed to fostering an environment free from sexual harassment and hostile work environments. All personnel are responsible for preventing sexual harassment and taking appropriate corrective actions to address any reported incidents.

Our organization is comprised of different demographics who work together to accomplish the mission. Each member here is entitled to be treated with dignity and respect and to work in an environment free from sexual harassment. Sexual harassment is highly demeaning and reduces the efficiency of our organization, team cohesion, and mission readiness. We must address and report conduct that is unacceptable and ensure corrective action is promptly taken.

Incidents of sexual harassment cover a wide range of behaviors, from verbal comments to physical acts, and can be subtle or overt. No person at USNA shall commit sexual harassment or take reprisal actions against an individual who makes a report. Any employee who encounters or is a witness to offensive behavior is encouraged to intervene if possible or report such behavior to the appropriate point of contact. Reprisal actions against any individual who makes a report is prohibited.

All members of the Naval Academy team will set the proper example of the highest ethical standards throughout the institution, on and off duty. And as such, every member of our team must actively work to eliminate sexual harassment at all times.

I am counting on each of you to join me in supporting these principles and stamping out sexual harassment in our workplace and in our Navy.

A handwritten signature in cursive script, reading "Sean S. Buck".

S. S. BUCK
Vice Admiral, U. S. Navy
Superintendent

Black History Month Allyship Workshop
13 February 2021
Before Intermission

What we want to do in this session:

- Define allyship.
- Provide tips on how to be a good ally.
- Identify different methods of allyship.

Learning Objectives – Upon completion of this session, participants will be able to:

1. Understand what an ally is.
2. Find resources to educate themselves about social justice.
3. Feel empowered to converse about race.
4. Understand the need for allyship.
5. See the benefits of being a good ally (in self-improvement, empathy, strong leadership).

Session Notes:

- Whenever someone contributes (answering a question etc.) ALWAYS respond to them. If you do not, they will not be likely to contribute again. Possible responses:
 - thank you
 - yes! That's a great point
 - wow! That answer connects back to the concept of --- blah blah
- If someone responds with something that is counter-productive, still engage with them
 - interesting point, would anyone agree or disagree?
 - this is a great method to throw it out to the rest of the crowd and see if anyone can argue back about what we want to communicate
 - ask them why they think that way (not as an attack)
 - building golden bridges
- Print out the script and mark it up with how you'd like to word things
- **Bold** the important stuff
- Try to couch this session in your own experiences and the experiences of your group. The experiences you can be most informed about are generally your own.
- **Be aware of your tone** so as not to condescend to the audience. The intent of the workshop is for everyone to leave with a positive experience and outlook.
- One of the main goals of this workshop is to inspire conversations to happen outside of here, so please encourage your group to become comfortable discussing these topics in a comfortable setting.

STATE: Thank you for joining us today for a conversation about allyship. We are going to run through some key points, pose some questions, and share some experiences. The conversation will be divided into these subcategories:

PRESENT SLIDE:

A. What is an ally?

B. How to be a good ally

- C: Different methods of allyship
- D: White Fragility
- E: Breaking down stereotypes
- F: Interacting with Black culture

SAY: But first, I wanna introduce myself. (Work on introductions in practice groups)

Introductions guidance:

1. Talk about why you are leading the discussion.
2. Talk about any personal experience or read off of BlackatUsna to demonstrate the reality of the current situation.

SAY: Now, let's go around and introduce ourselves in this breakout room.

Guiding questions for introductions amongst the group

- Name
- Company
- Why you signed up for the workshop

STATE: Today, we are going to be discussing social issues that everyone has different levels of experience with. It is important that we establish some rules for this small group so that we can have an effective conversation.

PRESENT: (blank slide and input what people suggest)
Suggestions: rules for online environment (like raising hand, putting in chat to raise hand etc) (rules about respect/ open mindedness) (not cutting someone off)

What is an ally

ASK: We are going to start with the most fundamental question: what do you think is an ally? What have you heard about allyship? Who wants to provide a definition about what it means, in your life or ideally?

- working off preconceived notions and perceptions

ASK: What are some qualities of a good ally?

- (suggestions: proactive, assertive, eager to educate themselves, eager to have discussions with others, a good listener)

STATE: An 'ally' is a leader committed to rooting out all forms of oppression around them through active listening, constant education, material support, and meaningful conversation.

What is the purpose of allyship? Allyship is necessary to combat all forms of oppression and bigotry. One of the main systems of oppression that faces the Black community is white supremacy[1], although other identities often intersect with a person's race. An individual from a marginalized community cannot easily cast away the weight of their identity (or identities) shaped through oppression on a whim. They carry that weight every single day, for better or for worse. An ally understands that this is a weight that they, too, must be willing to carry if they want to advance the causes of marginalized groups.

Being an ally doesn't necessarily mean you fully understand what it feels like to be oppressed. It means you're taking on the struggle as your own.

As military leaders, we need to know the people around us. Part of this journey is also knowing yourself. Being an ally is a practice that will help with your own character development as well as creating an effective work environment for your division.

How to be a good ally

How can we be good allies? We have come up with three key tenants: learn, converse, and reflect.

It is important to remember that being an ally is a constant effort. These steps are not a one-time achievement, but a lifetime commitment. Attending this workshop is a good indication that you want to learn more, and we will provide you with some tools to get started.

The first step in the alliance process is education. The histories of black and many other minority groups are not heavily focused on in schools. Still, it is essential to understand the past in order to heal from it and move on into the future. Luckily, the internet and social media provide many easily accessible resources.

ASK:

Has anyone in the group found any good ways to stay culturally aware?

STATE:

Education does not just mean "go out and read a bunch of books," especially if you don't like to read for fun. Gaining awareness should not involve drastically altering your lifestyle. This may work at first, but it is easier to lose steam if you are trying to establish brand new habits. Instead, make it fit into the things you already do- if you're into movies, start watching documentaries that educate on race, if you are into podcasts- listen to one podcast a week that explains the elements of systemic racism. If you like reading the news, set out to read more

articles that elevate black voices and experiences. Add continuing education with a natural and genuine transition into your life. [click here for recommendations](#)

The more you understand an issue, the better you can communicate it to others and be an ally to those who need you.

The second step in the alliance process is reflection. In addition to understanding the effect you have on the people around you, being aware of how you think and interact with the world will help you be more successful in all areas of your life.

In the context of race and identity issues, the ability to conduct honest introspection will enhance your ability to both be an ally and solve problems. This honesty implies that you examine yourself under a critical lens through introspection.

If you have not thought about race before, ask yourself why. If you did not have conversations about it in your home, think about how you may want to start having conversations and expanding your perspective.

The third step in the alliance process is practice. In the military, separate branches hold joint exercises to overcome differences in culture and improve efficacy and teamwork.

In the same way, as allies, we want to practice the art of conversation so we can both learn from it, and foster trust and understanding with everyone. Practicing good conversation habits will make it much easier to navigate hard conversations or hold people accountable when we need to. It also translates to calmer conversations, fewer awkward greetings in the hallways, and the ability to communicate effectively when tensions do rise.

I'm sure we all have heard something someone said that didn't sit right or demonstrated someone's racial bias. It is common for people to ignore such comments, in the hope that they will stop or in hopes that the person just made a mistake. But, it is important to be proactive and engage with the person.

<https://www.instagram.com/p/CE4Pa1HFSDU/?igshid=pbmqmee5a3db>

Do not think of these conversations as arguments where you are trying to win over the other person. Instead, think of it as an opportunity to have the other person see your perspective, or open their mind a bit more. Try to build "golden bridges," by connecting with the other person. Use phrases such as "I used to

struggle with this concept"... or "It took me a while to understand" so that it makes it smoother for the person to be able to see your perspective.

Methods of Allyship

There are many methods to allyship. They include active listening, constant education, material support, and meaningful conversation.

The first method is listening. As allies, we should reach out to family, friends, and peers who are impacted by oppression. Being a good friend, peer, and leader means being empathetic and supportive.

Listening does not mean asking POC for them to educate you on their history or asking invasive questions about how they have been hurt in the past.

THIS MAY BE WHEN PEOPLE START TO GET BORED, SO TRY TO ENGAGE THE AUDIENCE HERE AND ASK FOR INPUT.

scenarios/ practice conversations:

- ask who would intervene
- what should be done next??
- get from usna earlier than 2018

POLLS!!!

- who has been affected by a discriminative act etc
- "does anyone wanna expand upon their answer?"

PRESENT SLIDE:

Methods of allyship: [2]

1. listening
 - i. check-in
 1. reach out to family, friends, peers who are impacted by oppression
 - ii. uplift and show your support
 1. follow and post anti-oppression/ social justice orgs on social media
2. educating self
 - a. outlined above
3. educating others [3][4]
 - a. start conversations

- i. You are likely going to be able to reach an audience that would not give the time of day to a minority individual. You can flex that privilege and access to impact the viewpoints of others.[5]
- b. adding in point about social media being the last part (passions etc) [6]
- c. define virtue signaling and performative woke-ness
 - i. After the killing of George Floyd, this country saw a large uptake in social activism participation. Social media was transformed and comments were made calling out people who did not add to the conversation. As a result, some people felt pressure to post something. Positive pressure is a good thing, but not if the post was the only action that person took. A good word of advice for social media is to only post about something you are passionate about. Especially because people will engage with your content and you should be able to back it up. Social media should be one of the later steps in someone's relation to an issue. It should not be a first step.[7][8]

"Your social media is a reflection of you. It can and will likely change on your journey with different issues, but we hope that you will be taking other actions as well. Bringing allyship into the social media part of your life is something that is nice to do, but it is not the only thing that you should be doing in order to be an ally."

- 4. supporting/ encouraging
 - a. join ecas on the yard
 - b. Not on the Yard
 - i. Real World Org: Standing Up for Racial Justice (National Ally Group)
 - c. attend protests
 - d. support businesses and artists engaged in equity work
 - i. Do we want to include direct actions/personal wealth redistribution?[9][10]
 - 1. Example: <https://www.instagram.com/newwxrldnetwork/>
- 5. initiating/ preventing
 - a. contribute to legislation/ policy changes
 - b. use your skills to contribute to a cause
 - c. continue to check in and center yourself around the voices you are fighting for
- 6. leadership strategies
 - a. how can we lead as naval leaders
 - i. being proactive, correcting anything that is racially insensitive
 - ii. Standing up for Sailors/Marines who experience marginalization and discrimination, being educated on CMEQ processes
 - iii. Asking Sailors and Marines about their own unique perspectives to encourage diversity of thought
 - iv. Holding dialogues with our Sailors/Marines on how they are affected by national and international events
 - v. Encouraging community service among your unit, in order to build a team and foster a sense of belonging

INTERMISSION

After Intermission D-F

What we want to do:

- Introduce white fragility as something that allies may encounter in themselves and others
- Give sources of white fragility and give strategies to combat it
- Break down/ give a history of Black stereotypes in the US
- Comment on the harm of Black stereotypes that inform our perceptions on Black people in media and in real life
- Provide strategies to identify stereotypes and talking points that others may use against the Black community
- Recognize the widespread impact of Black culture on pop culture, but also that Black culture is not a monolith (it includes African American, African, Caribbean, and other diaspora cultures)
- Recognize that allyship and cultural appreciation can go hand in hand, but that there is a line we must be cautious of so as not to appropriate Black culture

Learning Objectives - Upon completion of this session, participants will be able to:

1. Identify white fragility responses in themselves and others.
2. Respond to white fragility reactions and help foster discussions with peers about their reactions.
3. Identify different stereotypes of Black people that have been popularized throughout American history.
4. Recognize the impact of stereotypes on their surroundings and the perceptions of themselves and those around them.
5. Explain the wide variety of cultures that resulted from the African diaspora and recognize the impacts of the diaspora on modern culture.

Facilitator

Idea: ask people if -- certain words make you feel uncomfortable in a poll

STATE: Welcome back everyone. I hope that you enjoyed a quick break from the first half of our workshop. During this second part of the workshop we will be discussing perspectives on race and culture that might impact us as allies and in our daily lives. Before we begin, I am going to present a few polls to the group about their comfortability with certain topics and phrases. We are planning on facing discomfort today, so please answer truthfully. We with our discussions, and we hope to address the concerns anyone might have as these topics arise.

POLL: Question: Stereotypes

Answers: Comfortable, Uncomfortable

POLL: Question: Microaggressions

Answers: (see above)

POLL: Question: Code Switching	Answers: (see above)
POLL: Question: Cultural Appropriation	Answers: (see above)
POLL: Question: White Fragility	Answers: (see above)

STATE: Thank you all for filling out these polls. We will use them to gauge the conversations we will be having in this second half so that everyone can hopefully feel comfortable expressing their discomfort, at the very least. I would like to remind everyone that we are all here to respect one another.

STATE: One of the first topics that might come to mind, and one of the most pervasive constructions of race in our minds is the concept of a stereotype. We might also call a stereotype a *group schema*, something that we should have all heard in plebe leadership. As a schema, stereotypes lead us to assign the attributes of a *prototype* of a certain group of people that our brains create from our experiences and memories. That gives our subconscious a lot of power over how we approach everyday situations, and this can be incredibly impactful in how we make decisions that affect ourselves and others. Before we begin the majority of our discussion, I would like to ask the group a question: Do we think that stereotypes are harmful or helpful?

POLL: Question: Are stereotypes harmful or helpful? Answers: Harmful, Helpful, Mix of Both

[Present the results of the poll]

ASK: I notice that we have a few answers of x. Would anyone like to tell the group why they chose that response?

[Group discussion]

ASK: Where do we think that the schemas come from that inform us most in our daily lives?

[open the floor for answers from the group and any stories; really looking for your childhood home, school, and the media you consume]

STATE: Thank you all for the examples. Now that we have a good basis for understanding how schemas and stereotypes might be formed, we can take a step back and actually view some of the historically widespread stereotypes of Black people. Please keep in mind that these have helped inform views of Black people over the course of centuries.

PRESENT: <https://nmaahc.si.edu/blog-post/popular-and-pervasive-stereotypes-african-americans>

STATE: Now that we have some historical basis for stereotypes, I would like to discuss some of the negative effects of stereotypes with the group. You are free to interject and any from your own personal experience, but no one is required to share.

STATE: These examples use stereotypes in some broad terms, but they tend to illustrate the unconscious attitudes that many people can and do hold towards Black people.

STATE: Oftentimes on job applications, employers discriminate against applicants with non-white sounding names (<https://www.verywellmind.com/harmful-psychological-effects-of-racial-stereotyping-5069394>). Additionally, white applicants do not have to apply to as many jobs to receive a callback (<https://www.nber.org/digest/sep03/employers-replies-racial-names>). One 2018 study demonstrated that anti-Black hiring discrimination was just as prevalent three years ago as it was in 1989. It's only been three years since then.

This next example might drive some passions high, but it is something serious to consider. One system greatly informed by stereotypes is criminal justice and policing. In some of the most recent history we have, the injustices often found in these areas often end in violence and, in the worst cases, death for Black people and other marginalized communities. Stereotypes can cyclically drive discrimination and further stereotyping as Black people are cast as criminal villains on late night news.

I am going to open the floor for some group discussion on any more stereotypes that the group would like to discuss, and we will begin a short discussion on microaggressions afterwards. I am also going to share a link to the Harvard implicit biases test. This is something that you all may want to do after the conclusion of the workshop.

SHARE: <https://implicit.harvard.edu/implicit/takeatest.html>

[Discussion of Stereotypes]

STATE: Thank you everyone for your stories. Moving into our next topic, I would like to ask, just what is a microaggression? [DISCUSS]

STATE: Merriam Webster defines it as “a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority)” This definition hints at the important fact that microaggressions are often the result of our unconscious racial biases and stereotypes.

ASK: Does anyone have any examples of microaggressions that they would like to share or any questions? [can add in examples below if group contributions are lacking]

Examples (from <https://sph.umn.edu/site/docs/hewg/microaggressions.pdf>):

- Discriminatory Hair Standards
- “Popular” discriminatory words or phrases that describe a specific group or race in a negative way.
- “You are so articulate/well-spoken.”
- Assuming “do you work here?” based off appearance

Open discussion to anyone that has experienced or witnessed microaggressions

ASK: Action/Inaction-What did you do? (if the microaggression was directed towards a group member)

How could a bystander have helped the situation?

What is their role in preventing these microaggressions from continuing to happen?

STATE: Microaggressions might seem removed from our lives as midshipmen, but that is not necessarily always the case. Here is an experience that a member of the class of 2015 dealt with.

PRESENT: <https://www.instagram.com/p/CEnQhl3FOhg/>

STATE: This chief's actions here are obviously directly hurtful, that he could not be bothered to differentiate between the two Black women he was meant to lead.

ASK (and DISCUSS): How do you think that you would feel in the shoes of the girl who was directly affected by this statement? How might you address this situation as a bystander? What if it was one of your friends who made the statement? What are some steps that could be taken here in company, class, the locker room, on the field, or even just behind closed doors here in Bancroft that you think would be effective in moving our attitude towards diversity and active inclusion in a positive direction?

STATE: Bystander intervention and asking yourselves these types of questions are two parts of the verb of allyship. It is an action, and those are some ways to keep up your practice.

STATE: Now, I would like to move us into our next area of discussion: cultural appropriation. I recognize that this term may mean many things to different people, so I want to open up the floor to the group for anyone to provide any personal definitions of cultural appropriation before we watch a short video.

{Discussion}

STATE: We are going to see a few definitions and hear some differences between cultural appropriation and appreciation in our next video from PBS.

PRESENT: Cultural Appropriation vs. Appreciation Video

<https://www.kcts9.org/show/what-i-hear/episode/what-i-hear-cultural-appropriation-vs-appreciation>

STATE: Now that we all have some common background on cultural appropriation and appreciation, does anyone want to share ways in which they appreciate the cultures of others, or how they might want to differently now?

[Discuss]

STATE: Thank you all for your responses. Before we pivot away from cultural appropriation, I do want to add that when we talk about the culture of Black people, we are adjacent to a wide variety of cultures that come from the African diaspora. Between 1500 and 1900, many millions of African people were transported around the world, largely for slavery. Across the globe, the descendants of African peoples are present and often experience many types of discrimination. Geographic separation has also resulted in widely diverse cultures across the global diaspora and this is something we should all keep in mind when thinking about Black culture. Does anyone have any additions to that? We know it is a big chunk of information.

[Time for discussion]

STATE: To tie all of the last two sections together, we have a table to present about the Fleet.

STATE: Thank you all for your participation in discussing stereotypes and culture. As we move into our next topic area, I would like to revisit some material from earlier this morning. Can we, as a group, list all of the methods of allyship that we covered earlier? Don't be afraid to shout them out, and we'll try to get the whole list down before jumping into our next topic.

[Time for the group to recall the allyship methods from earlier]

STATE: Awesome, I'm glad everyone held onto what we learned earlier. I asked us to recall these so that we could focus on a few of them specifically. One of the most difficult, but rewarding things that allies can do is to have difficult conversations in their own spheres of influence. This includes at home, at USNA, in the Fleet, etc. While this is not necessarily being publicly confrontational, we should recognize that private conversations can be just as nerve-racking as giving a speech to a large group.

ASK: Would anyone like to share an experience of a difficult conversation that they have had in the past?

[Discussion Time]

[Allow for group discussion/inputs; Lacking those, you might input a story of your own or a story from social media or another reading you've done]

STATE: These sorts of conversations can clearly make us feel a range of emotions, from stress and anxiety to confusion and frustration. If we engage in a tough conversation with someone else that might confront some of their preconceived notions, or schema, to throwback to plebe leadership, we should probably expect the same of them.

STATE: When talking about race and ethnicity and privilege, we also open ourselves up to new challenges and specific challenges that may not have been present in earlier difficult conversations. I do not want to alienate anyone if they have any issues with this terminology, but frankly I am skirting around white fragility. Would we like to take a moment to discuss any reactions or emotions that mentioning white fragility might have brought up in the group?

[open up for discussion, trying to feel out any adverse reactions and possibly asking people directly]

STATE: For the purposes of further discussion, I hope that we can use a formal definition of white fragility in our broader conversation about challenges to allyship. We have one here that I will read to the group, and we will try to unpack it to get a full understanding of the term.

Present: "White Fragility is a state in which...racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from [a disruption to the] racially familiar."

STATE: That is a lot to take in, a strong statement from Robin DiAngelo. We should remind ourselves that she has worked for decades in whiteness studies and as a diversity educator for over 20 years. None of us should expect ourselves to mirror those experiences and her wealth of knowledge right now, but we can unpack her definition and use it to navigate responses to conversations surrounding race.

[Plan on breaking down the definition word by word for the audience, asking group members to give their own opinions/definitions/restatements of DiAngelo's definition]

[Here, I think it would be helpful for presenters to choose one or two of the specific challenges to whiteness that Robin DiAngelo lays out and give their own takes on them to help explain the different impacts of these challenges and how they inform white fragility (see the appendix below)]

ASK: What might you do when someone you are talking to has one of these racially defensive/white fragility reactions? Has anyone faced another midshipman or other peer who might have experienced some defensiveness or white fragility when talking about race?

[Discuss the experiences of the group]

STATE: Obviously, these conversations can be difficult to foster effectively. We would like to share some strategies for getting through these conversations.

[Discuss strategies for difficult conversations, asking people to explain their viewpoints, giving them the floor, reassuring them that often discomfort is necessary for growth]

STATE: One important practice of allyship besides facing discomfort ourselves is guiding others who we can reach through their discomfort when dealing with racial dialogues. This may be especially important as we reach the Fleet and interact with a workforce that is much more diverse than the Naval Academy. In order to foster healthy discussions between ourselves and other officer, our divisions, and individual Sailors and Marines, we hope that having this discussion now might help inform you about some perspectives you might face.

ASK: Before we close, are there any areas that we would like to revisit or further discuss?

[Closing before heading back to the main group]

APPENDIX TO THE FACILITATORS

A. White fragility

a. Bible here is Robin DiAngelo

i. PDF by ^

- <https://libjournal.uncg.edu/ijcp/article/viewFile/249/116>

ii. Long definition of White Fragility from the above:

- “White Fragility is a state in which...racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from [a disruption to the] racially familiar.” <--presented pretty steeped in theory

iii. The list of challenges to whiteness that DiAngelo includes is pretty neat (small font so it doesn't take over the page), something to maybe display different interactions that we could have or expect to have in being allies/having conversations with others in our lives:

- Suggesting that a white person's viewpoint comes from a racialized frame of reference (challenge to objectivity)
- People of color talking directly about their racial perspectives (challenge to white racial codes)
- People of color choosing not to protect the racial feelings of white people in regards to race (challenge to white racial expectations and need/entitlement to racial comfort)
- People of color not being willing to tell their stories or answer questions about their racial experiences (challenge to colonialist relations)
- A fellow white not providing agreement with one's interpretations (challenge to white solidarity)
- Receiving feedback that one's behavior had a racist impact (challenge to white liberalism)
- Suggesting that group membership is significant (challenge to individualism)
- An acknowledgment that access is unequal between racial groups (challenge to meritocracy)
- Being presented with a person of color in a position of leadership (challenge to white authority)
- Being presented with information about other racial groups through, for example, movies in which people of color drive the action but are not in stereotypical roles, or multicultural education (challenge to white centrality)

iv. View of whiteness (fragility and privilege) to restore the unstable racial equilibrium when faced by one of the above challenges

- v. How is White Fragility Strengthened/Fostered?
 - Segregation
 - White objectivity and individualism (being able to live outside of culture and not as part of a racialized group)
 - Universalism, that we are all human, applied to racism, becoming an apparatus to overlook race
 - Entitlement to Racial Comfort (identifying comfort with safety)
 - Racial Arrogance (limited understanding of racism→dismissing outside perspectives)
 - Racial Belonging (internalized/taken for granted)
 - Psychic Freedom (freedom from having to sense race/allows race to not only be an identity but also a construct that happens to POC, but not white people)
 - Messaging about the value of white people versus POC (media/art/news/etc)
- vi. Quote from Vodde (2001): "If privilege is defined as a legitimization of one's entitlement to resources, it can also be defined as permission to escape or avoid any challenges to this entitlement."
 - Article Title: De-centering privilege in social work education: Whose job is it anyway?
- vii. Language of violence in fragility reactions distorts historical direction of danger between white people and POC
- viii. Additionally, in confronting race in a society that likes to downplay its importance, white people become incoherent when attempting to address race
- ix. DiAngelo asserts that since white racism is ultimately a white problem, that we must take on the burden of interrupting it.

B. Breaking down stereotypes

- a. Throwback to Plebe Leadership
 - i. Schemas of People
 - Where do we learn these schema
 - a. Media
 - b. School
 - c. Household
 - Recognizing Schema and How they are based on these non-holistic descriptions of people
 - In media we might also call them character tropes (ways that creators include Black characters that we have seen time and again)

- b. How harmful are stereotypes?
 - i. They impact people across their lives, for example in medical care outcomes, education, job opportunities, and politics

C. Interacting with Black culture

- a. Realizing that Black, African, and other diaspora cultures are not monolithic
 - i. We don't aim to flatten
- b. Not taking for granted the source of what you may see as a dominant culture in different spheres
 - i. E.g. "internet slang" that is actually AAVE
 - ii. Recognizing the incredibly powerful influence that Black American culture, that it is often whitewashed into acceptance by the mainstream
 - iii. Examples
 - Protective hairstyles
 - Luxury items
 - The emergence and popularization of Y2K fashion

ending:

back to big group

email will come with resources list



Psychology of Leadership

LT Shawn Horvath, (b) (6), and CAPT Timika Lindsay
Office of Diversity, and Inclusion

Today's Agenda

① Introductions

② CQ Reports and Cultural Values

③ Breakout Rooms

④ Conclusion



RESEARCH QUESTION



What is the difference
between individuals and
organizations that **succeed**
in today's globalized,
multicultural world and
those that **fail**?

DIFFERENCES OF CULTURE

- International cultures
- American cultures
- Naval Academy cultures

CULTURAL INTELLIGENCE



Cultural Intelligence (CQ)
is the capability to function
and relate effectively in
culturally diverse
situations.

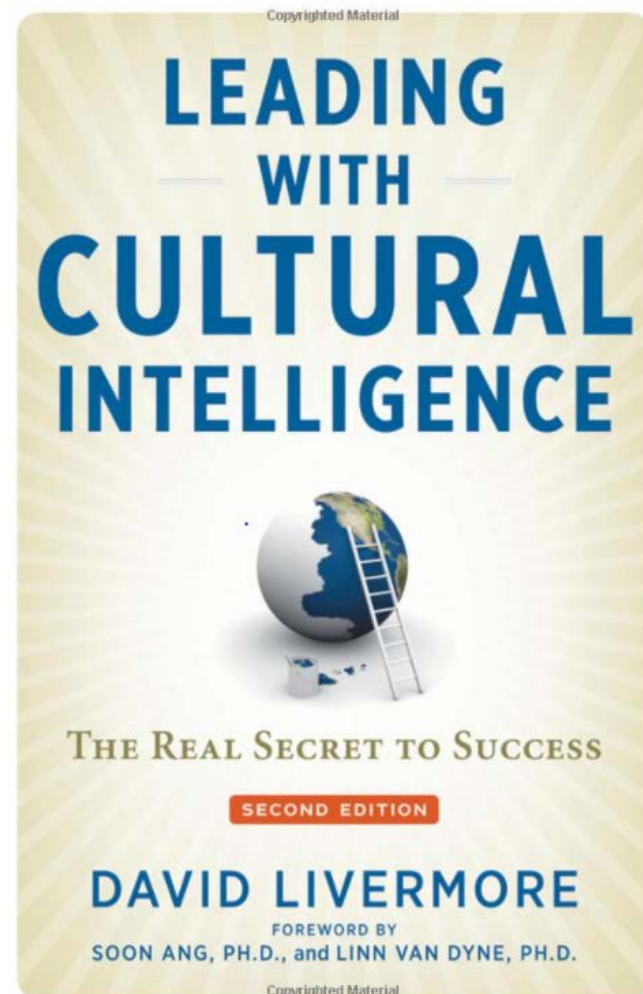


BENEFITS OF CQ

- Culturally diverse military
- Speed and efficiency in communications with partners
- Multicultural and global team effectiveness

Leading Across Cultures

Dr. Livermore



- Applications to military leadership
- Cross-cultural understanding and adaptability

GROUND RULES

What guidelines for our group will make today's session beneficial for you? (participation, tech use, confidentiality, etc.)



CQ Report

CQ PRO FEEDBACK REPORT

PREPARED FOR: Jaime Smith

August 2019



***CQ PRO ASSESSMENT
FEEDBACK REPORT***

Contents

This CQ Feedback Report identifies your strengths and developmental opportunities for functioning effectively in multicultural settings. Most people find it beneficial to read the feedback report now and then re-read it in a few days. This will allow you to think deeply about the feedback and how you can use this information.

What is CQ?	2
CQ Profile	3
CQ Drive	4
CQ Knowledge	5
CQ Strategy	6
CQ Action	7
CQ Profile Summary	8
Development Plan	9
Research Basis of CQ	13
Cultural Values	14

- **WHAT IS CQ?**
Brief overview of cultural intelligence
- **CQ PROFILE**
CQ self-ratings and worldwide norms
- **DEVELOPMENT PLAN**
Reflection questions and guidance on creating an action plan
- **CULTURAL VALUES**
Individual ratings on cultural value orientations

What is CQ?

Cultural Intelligence (CQ) is a person's capability to function effectively in a variety of cultural contexts - both internationally and domestically.

In our own cultures, we usually have an idea of what's going on around us because we have a wealth of information, most of which is subconscious, that helps us make sense of what we experience and observe. When we interact with individuals who have a different cultural background, the same cues may mean something entirely different.

CQ CAPABILITIES

There are four primary CQ capabilities.

CQ DRIVE

Your level of interest, persistence, and confidence during multicultural interactions.

CQ KNOWLEDGE

Your understanding about how cultures are similar and different.

CQ ACTION

Your ability to adapt when relating and working in multicultural contexts.

CQ STRATEGY

Your awareness and ability to plan for multicultural interactions.

PAGE 2
WHAT IS CQ?

CQ Profile

This page summarizes your scores for the four primary CQ capabilities. The graphs indicate the worldwide norms and show typical differences in the scores across the four capabilities. Note your self-ratings (in the squares).

LOW

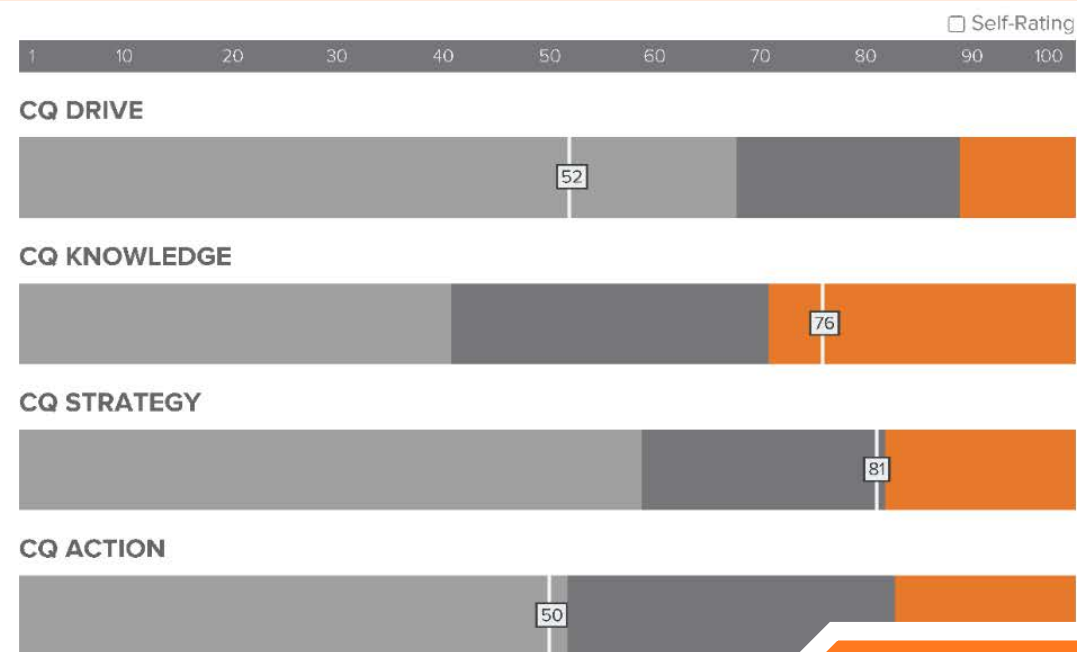
Scores in this range are in the bottom 25% of worldwide norms.

MODERATE

Scores in this range are in the middle 50% of worldwide norms.

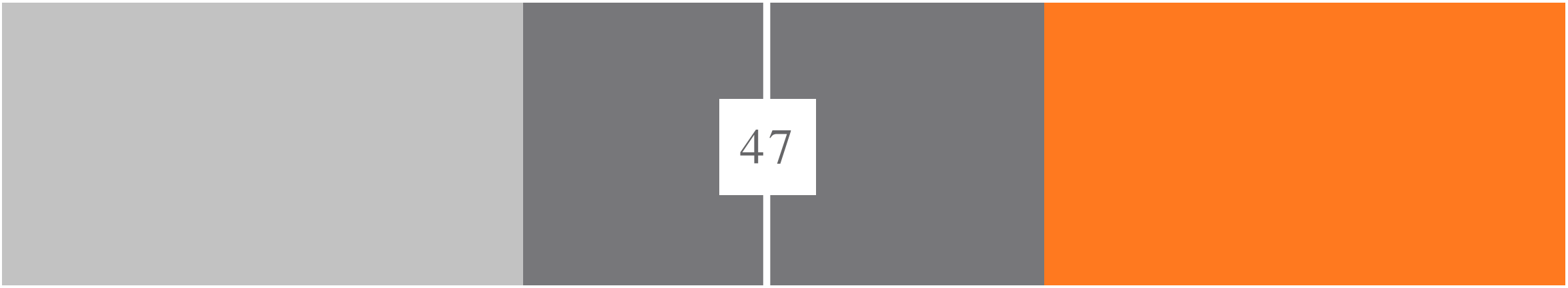
HIGH

Scores in this range are in the top 25% of worldwide norms.

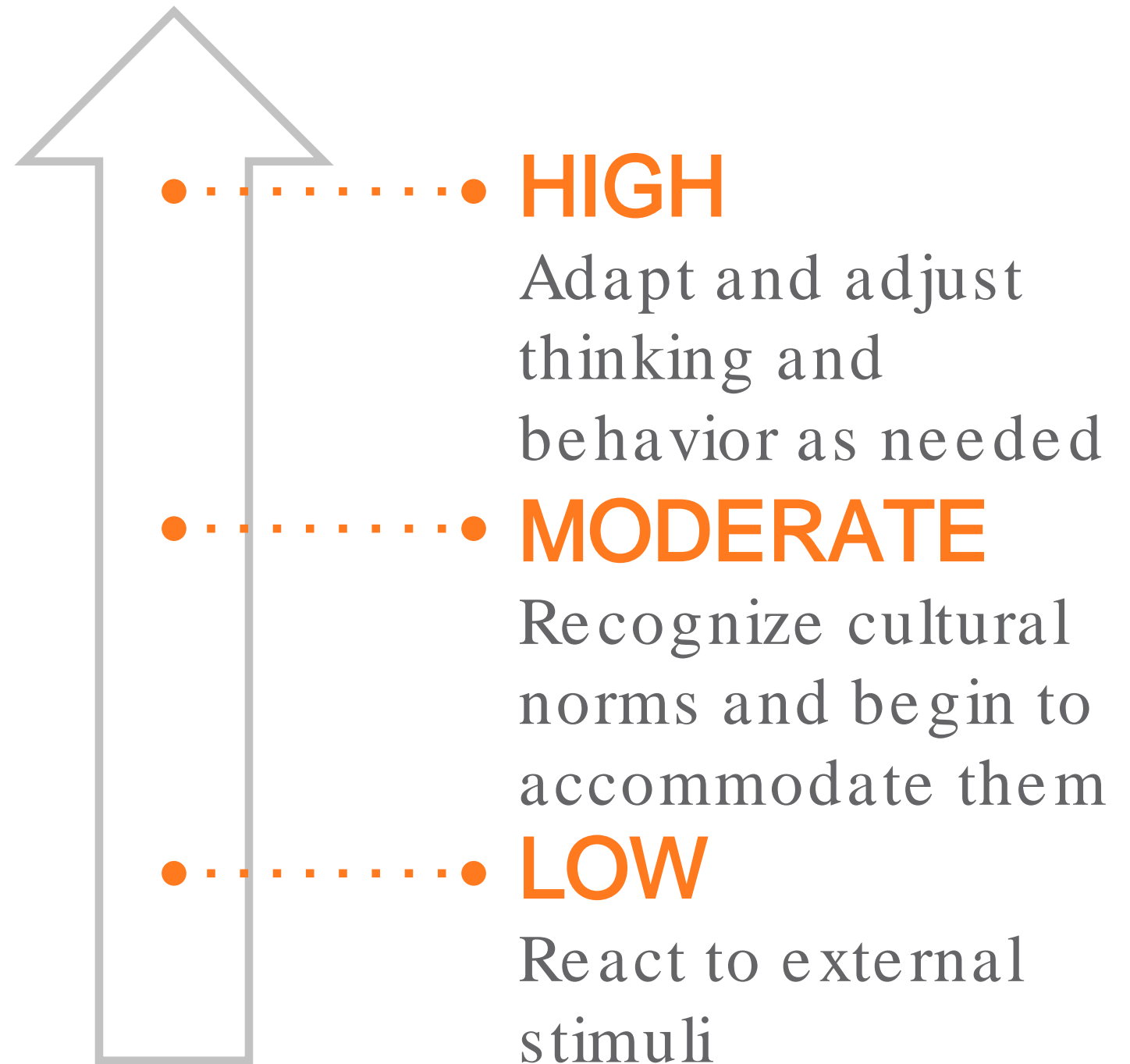


PAGE 3
CQ PROFILE

SELF-RATING



CQ SCORES



CQ DRIVE



Your level of interest, persistence, and confidence during multicultural interactions.

CQ KNOWLEDGE

CQ ACTION

CQ STRATEGY

CQ DRIVE SUB-DIMENSIONS



1

▪ Intrinsic Interest

2

▪ Extrinsic Interest

3

▪ Self-Efficacy

CQ DRIVE

CQ KNOWLEDGE



Your understanding about how cultures are similar and different.

CQ ACTION

CQ STRATEGY

CQ KNOWLEDGE SUB-DIMENSIONS



1

▪ Business Systems

2

▪ Values & Norms

3

▪ Socio-Linguistics

4

▪ Leadership

CQ DRIVE

CQ KNOWLEDGE

CQ ACTION

CQ STRATEGY



Your awareness and
ability to plan for
multicultural interactions.

CQ STRATEGY SUB-DIMENSIONS



1 ■ Planning

2 ■ Awareness

3 ■ Checking

CQ DRIVE

CQ KNOWLEDGE

CQ ACTION



Your ability to adapt when relating and working in multicultural contexts.

CQ STRATEGY

CQ ACTION SUB-DIMENSIONS

1

- Speech Acts

2

- Verbal Communication

3

- Nonverbal Communication

STRATEGIES TO IMPROVE

A decorative graphic on the left side of the slide. It features a series of gray diamonds of varying sizes and orientations, some overlapping. Two parallel orange lines run diagonally from the top right towards the bottom left, passing behind the diamonds. A thick horizontal gray line is positioned below the title.

- Seek out different groups
- Read world news articles
- Find your biases and learn how to recognize when you use them.
- Talk with colleagues about verbal behaviors that are most frustrating

An aerial photograph of New York City, showing a dense urban landscape with numerous skyscrapers and buildings. The Hudson River is visible on the left, and the East River is on the right. The sky is blue with some clouds.

CQ IS FOR EVERYONE

90% of leading executives from **68** countries said finding effective cross-cultural personnel is a top management challenge.

– *Economist Intelligence Unit*

Your Cultural Values Profile

Individuals have personal preferences or individual cultural value orientations. Sometimes individual orientations reflect one's national culture/s but not always. The charts on the next few pages show your individual cultural value orientations, followed by the orientations of the ten largest cultural clusters in the world. These summaries provide descriptions of different ways of approaching life, relationships, and work.

CULTURAL INTELLIGENCE (CQ) BEGINS HERE

The following pages provide feedback on your individual cultural value orientations.

Important Note: Scores on cultural values have no intrinsic meaning. It is not "better" to be toward the left, right, or in the middle. Instead, these are descriptions of preferences.

The triangle (▲) indicates your self-rating based upon your responses to the survey you took. Note whether your rating is in the first third (oriented toward the left side of the continuum), the middle third (preferring neither extreme), or the last third (oriented toward the right side of the continuum).

INDIVIDUALISM

Emphasis on individual goals and individual rights

COLLECTIVISM

Emphasis on group goals and personal relationships



LOW POWER DISTANCE

Emphasis on equality; shared decision-making

HIGH POWER DISTANCE

Emphasis on differences in status; superiors make decisions



PAGE 4
CULTURAL VALUES PROFILE

YOUR ORIENTATION

▲ Based on self-rating

* Significant variation within cluster

INDIVIDUALISM

Emphasis on individual goals and individual rights

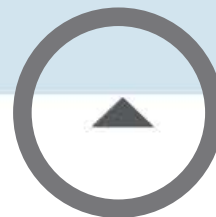
Anglo
Germanic Europe
Nordic Europe

Eastern Europe
Latin Europe

COLLECTIVISM

Emphasis on group goals and personal relationships

Arab
Confucian Asia
Latin America
Southern Asia*
Sub-Saharan Africa



Cultural Clusters

The next section of this report includes the profiles of the ten largest cultural clusters in the world. These clusters stem from Ronen and Shenkar's research. Given the enormous diversity within these clusters, these should only be used as a starting point for comparing yourself against the dominant profiles of these clusters. For example, not all Anglos or Confucian Asians will reflect the tendencies noted. The ten clusters are listed below along with examples of where large populations of each cultural cluster can be found.

Anglo	Australia, Canada, New Zealand, U.K., U.S., etc.
Arab	Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco, Saudi Arabia, U.A.E., etc.
Confucian Asia	China, Hong Kong, Japan, Singapore, South Korea, Taiwan, etc.
Eastern Europe	Albania, Czech Republic, Greece, Hungary, Mongolia, Poland, Russia, etc.
Germanic Europe	Austria, Belgium, Germany, Netherlands, etc.
Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Mexico, etc.
Latin Europe	France, French-speaking Canada, Italy, Portugal, Spain, etc.
Nordic Europe	Denmark, Finland, Iceland, Norway, Sweden, etc.
Sub-Saharan Africa	Ghana, Kenya, Namibia, Nigeria, Zambia, Zimbabwe, etc.
Southern Asia	India, Indonesia, Malaysia, Philippines, Thailand, etc.

NOTE: The countries are NOT the clusters themselves. They are simply places where you're likely to find a significant presence of the cultural clusters.

For further reading on the ten cultural clusters, see *Expand Your Borders: Discover the World Through Ten Cultural Clusters* by David Livermore.

Visit www.culturalQ.com for additional resources (books, videos, assessments, training etc.) for improving your cultural intelligence.

In the following sections, notice your self-rating compared to the averages of the ten largest cultural clusters in the world.

WHAT CULTURAL VALUES REVEAL



- **General orientation** to life, work, and relationships
- **Potential biases** you have toward those with different cultural values
- Do **not** predict your ability to work effectively across cultures

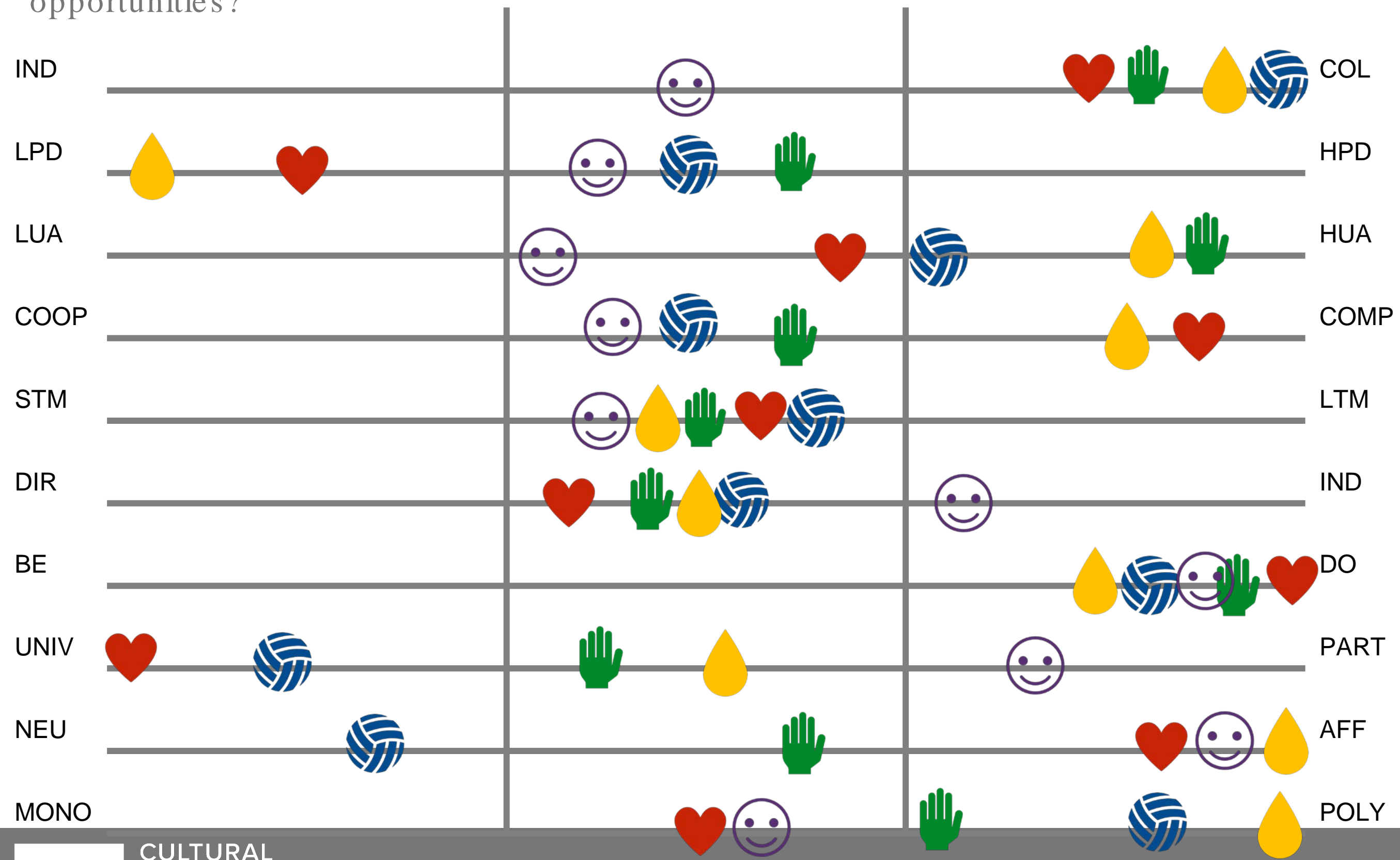
- 1. **Mark** where YOU rated YOURSELF (use different symbols)
- 2. **Save** your template and be ready to share it in the main room.

IND			COL
LPD			HPD
LUA			HUA
COOP			COMP
STM			LTM
DIR			IND
BE			DO
UNIV			PART
NEU			AFF
MONO			POLY

3. **Discuss:** Where is your group most similar? Different? Potential challenges, opportunities?

How would you facilitate a discussion with this team about how their individual and team CVs might present challenges & opportunities?

Breakout _____

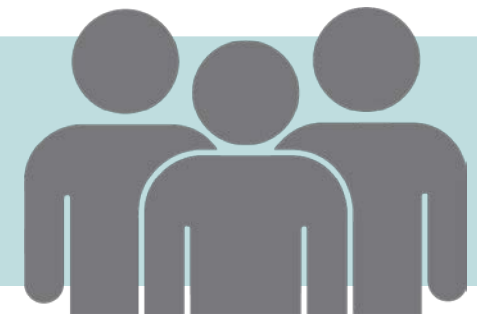


INDIVIDUALISM vs COLLECTIVISM



INDIVIDUALISM

COLLECTIVISM



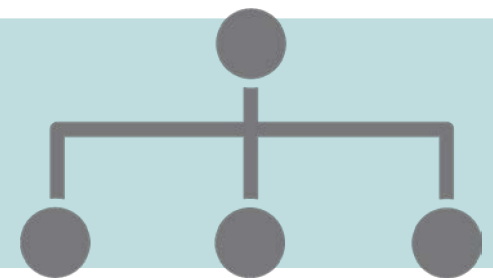
POWER DISTANCE



LOW POWER
DISTANCE



HIGH POWER
DISTANCE



UNCERTAINTY AVOIDANCE



LOW UNCERTAINTY
AVOIDANCE



HIGH UNCERTAINTY
AVOIDANCE



COOPERATIVE vs COMPETITIVE



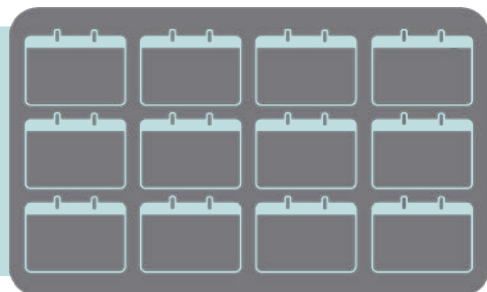
COOPERATIVE



COMPETITIVE

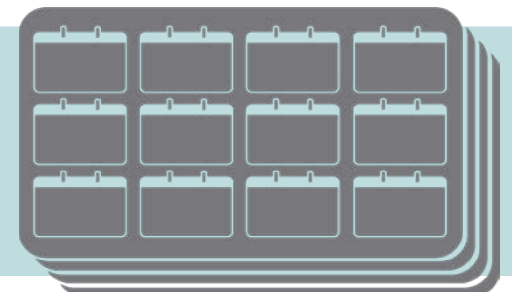


TIME ORIENTATION



SHORT-TERM
TIME ORIENT.

LONG-TERM
TIME ORIENT.



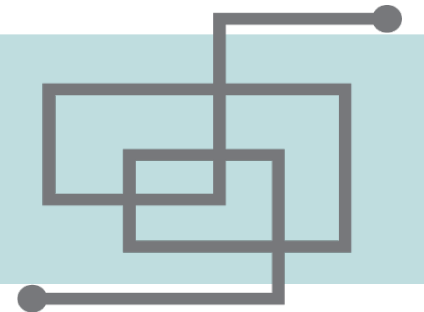
CONTEXT (DIRECT vs INDIRECT)



LOW CONTEXT
(DIRECT)



HIGH CONTEXT
(INDIRECT)



BEING vs DOING

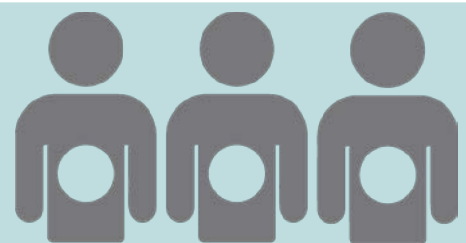


BEING

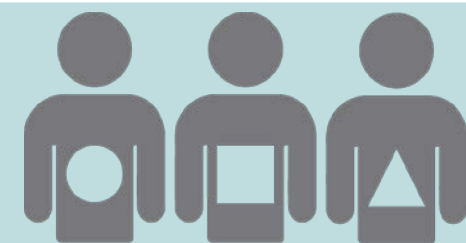
DOING



UNIVERSALISM vs PARTICULARISM



UNIVERSALISM



PARTICULARISM

EXPRESSIVENESS (NEUTRAL vs AFFECTIVE)



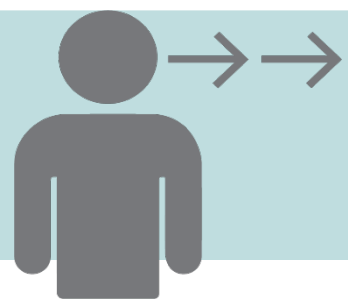
NON-EXPRESSIVE
(NEUTRAL)



EXPRESSIVE
(AFFECTIVE)



FOCUS (MONOCHRONIC vs POLYCHRONIC)



MONOCHRONIC
(LINEAR)

POLYCHRONIC
(NON-LINEAR)



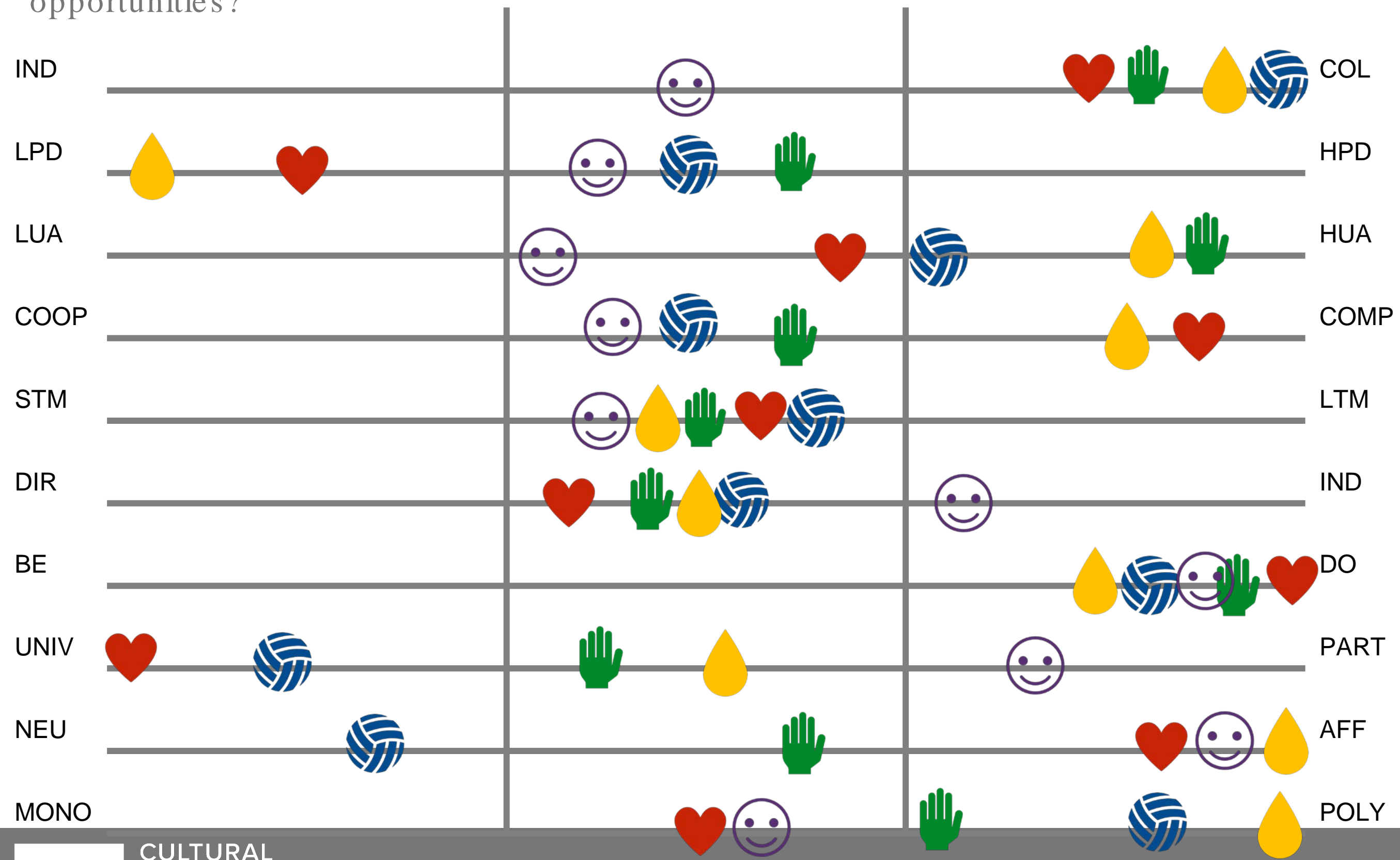
Breakout Exercise #1

Place your Cultural value indicators on a group chart and talk about how you all would work as a team.

The chart should be available in the powerpoint included in the zoom invite.

How would you facilitate a discussion with this team about how their individual and team CVs might present challenges & opportunities?

Breakout _____



Debrief Breakout

Room 1

- *Which factors are areas of strength for the group?*
- *Where would they find difficulties collaborating?*
- *How can you reconcile those differences?*
- *Where do you think they originate from?*

Breakout Exercise #2

Scenario: You are preparing to brief a group of families from various parts of the US. Your goal is to appeal to them personally and discuss aspects of USNA and the surround DC and Annapolis area would be a good fit for their kid.

- **Odd groups:** Under-privileged rural area South and 1st generation Asian-American living in Pacific Northwest
- **Even groups:** Suburban middle class in the New England area and farmers in the Midwest
- NOTE: If you come from any of these groups, do not contribute but near the end of the discussion, assess the accuracy to your lived experience and the group's interpretation of it.

Debrief Breakout

Room 2

- *What important factors did you discuss?*
- *Any topics you tried to avoid?*
- *What Cultural Values did you try to appeal to?*
- *How do the two groups differ?*

Racial Discrimination and Biases

Summer 2020

Biases

- Mental shortcuts
- Used in making judgements and decisions
- Products of childhood, environment, work place, etc.

Microaggression

- Indirect, subtle, or intentional discrimination against members of a marginalized group
- Relies on an assumption about the group of people
- May happen unintentionally
- Product of biases that are held by an individual or a group of people.

Impact of Biases and Microaggressions

- Prefer people who are similar to us
 - Give them more consideration
- Shortchange those who are different
- Exclusion from group
- Biases can become formalized over time

Self Serving Bias

Attribution to an Outcome

Success Outcome

Failure Outcome

Attributed to *Personal Characteristics*

- Preparation
- Diligence
- Skillfulness

Attributed to *External Factors*

- Noise
- Classroom distractions

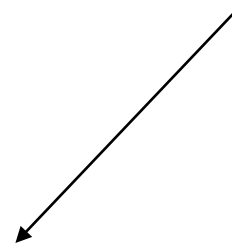
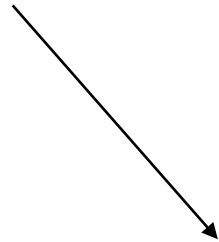
Fundamental Attribution Error

Explaining Other People's Behavior

Personality

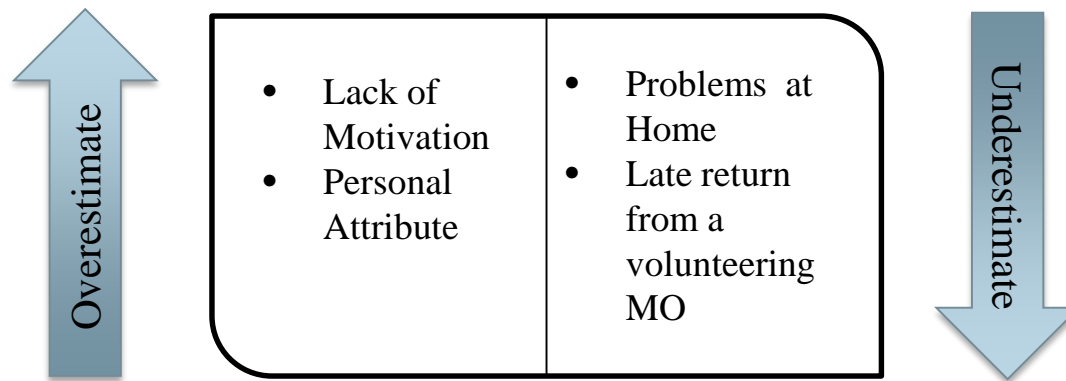
Situation

Behavior



Fundamental Attribution Error Example

**Why is a Midshipman
underperforming?**



Bias in Combination



Self-Serving Bias



**Fundamental
Attribution Error**

Implicit Bias

- Unconscious prejudice against a group, category, or entity



Officers vs. Enlisted



Males vs. Females



USNA vs. USMA

Implicit Bias Research

- Wide popular press coverage
- **Purpose:** to discover individuals' internal biases
- Courses, interventions, tests

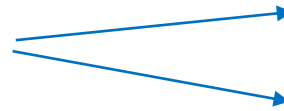
Implicit Attitudes/ Association Test (IAT)



IAT: Category Pairs



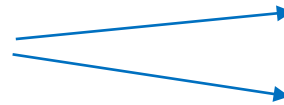
Men



- Good
- Happy



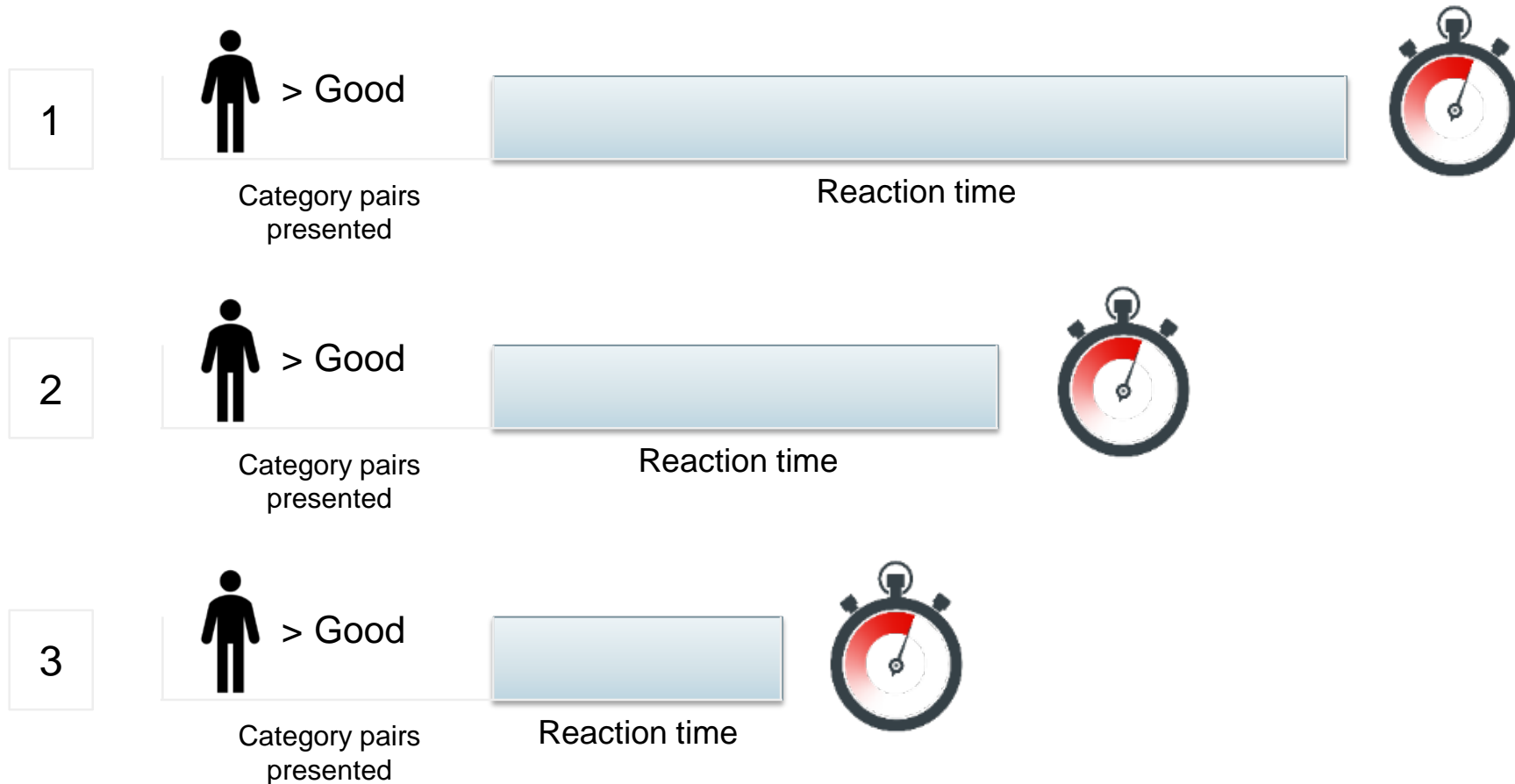
Women



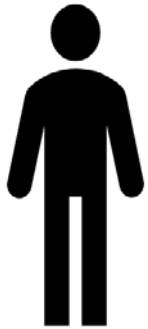
- Bad
- Negative

IAT: Reaction Time

Attempts



IAT: Reaction Time



Men

- Bad
- Negative



Women

- Good
- Happy

IAT: Reaction Time

Reaction Times



00:00:03



00:00:05

Bias correlated with reaction time

Take the Test

<https://implicit.harvard.edu/implicit/takeatest.html>

10 Minute Break

IAT Problems

- Low test reliability
- Stability of results
- Unintended effects

A Different Approach

- Addressing Each Individual Biases
- Instituting Organizational Practices

A Better Approach

- Education about inclusion/exclusion
- Practice including others
- Make values concrete
- Help people to commit to values
- Encourage conversations with new/different people

Practice Inclusion

